DOCUMENT RESUME

ED 413 843 HE 030 755

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TITLE	The Senior Teaching Fellows Program
INSTITUTION	Georgia Univ., Athens. Office of Instructional Development.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1992-03-31
NOTE	33p.
CONTRACT	P116B80646
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*College Instruction; *Faculty Development; *Fellowships; Grants; Higher Education; *Instructional Improvement; Professors; Tenured Faculty; Undergraduate Study
IDENTIFIERS	*University of Georgia

ABSTRACT

This final report describes activities and accomplishments of the Senior Teaching Fellows Program, in which senior professors at the University of Georgia worked to improve instruction in lower division courses. A total of 24 senior faculty members participated in the program (eight in each of three years). The participating professors were involved in both group and individual activities related to improving instruction. Twice a month the Fellows met for discussion of an instructional topic. Each Fellow also undertook an individual instructional improvement project focused on the improvement of a specific undergraduate course or course sequence. As a result of the project the Senior Teaching Fellows have emerged as an influential group providing instructional leadership, and the program is being continued with institutional funding. Individual sections of the report provide a project overview and describe the project's purpose, background and origins, specific activities (such as a yearly 2-day retreat and an academic affairs symposium), results (in terms of four broad goals), and conclusions. Appendices include the program brochure, introductory material of the symposium proceedings, and a list of published references to the project. (DB)

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COVER SHEET

THE SENIOR TEACHING FELLOWS PROGRAM

Grantee Organization:

The University of Georgia
Office of Instructional Development
Instructional Plaza
Athens, GA 30602

ED 413 843

Grant Number:

P116B80646

Project Dates:

Starting Date: September 1, 1988
Ending Date: March 31, 1992
Number of Months: 43 (including 7 month extension)

Project Director:

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Instructional Plaza
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FIPSE Program Officer: Helene Schrer

Grant Award:		
	Year 1	$ 48,896
	Year 2	46,360
	Year 3	35,072
	Total	$130,328

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THE SENIOR TEACHING FELLOWS PROGRAM

At many research universities, including The University of Georgia, senior faculty members are almost totally isolated from lower division undergraduates. Undergraduate teaching is not viewed as a valued activity and introductory courses are many times taught by the university's least experienced faculty members or by teaching assistants. The Senior Teaching Fellows program provides a means by which senior faculty members focus on improving undergraduate instruction at the university. The active participation of some of the university's most respected senior faculty elevates the prestige of undergraduate instruction and provides balanced role models for junior faculty members and teaching assistants. During the three year grant period, 24 senior faculty members participated in the STF program. Each year, eight senior professors were selected to participate in a year-long experience that included both group and individual activities related to improving instruction in lower division courses at the university. The STF group activities were designed to enhance the faculty members' knowledge and skills related to teaching undergraduates. Approximately twice each month the Fellows met for discussion of an important instructional topic. In addition to group activities, each Fellow undertook an individual instructional improvement project focused on the improvement of a specific undergraduate course or course sequence. As a result of this project, a number of senior faculty members have become increasingly involved in lower division undergraduate instruction. The Senior Teaching Fellows, past and present, have emerged as an influential group providing instructional leadership at the university. The STF program has contributed to a changing organizational culture at the university that more adequately recognizes and rewards excellence in instruction and the success of the program during the years of FIPSE support has lead to continuation of the program with institutional funding.

William K. Jackson and Ronald D. Simpson
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Instructional Plaza
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Proceedings of the Symposium on Balancing the Responsibilities of Scholarship at The University of Georgia

Final Project Report: The University of Georgia Senior Teaching Fellows Program

EXECUTIVE SUMMARY

The Senior Teaching Fellows Program
University of Georgia, Athens, GA
William K. Jackson and Ronald D. Simpson, Project Directors
706-542-1355

A. Project Overview. The origins of the Senior Teaching Fellows Program at The University of Georgia are rooted in the establishment of the University's Office of Instructional Development (OID) and the subsequent implementation of a teaching fellows program for junior faculty. Established in 1979, the OID was charged with the responsibility for providing campus-wide leadership on matters relating to instruction at the university. One of the key elements in the early success of this office was the establishment of a Lilly Teaching Fellows program for junior faculty. This program, funded by the Lilly Endowment, provided the staff of the OID the opportunity to test many of the concepts that were later embodied in the FIPSE-supported Senior Teaching Fellows (STF) program.

During the three year grant period, 24 senior faculty members participated in the STF program. Each year, eight senior professors were selected to participate in a year-long experience that included both group and individual activities related to improving instruction in lower division courses at the university. These faculty members were not only senior in rank but were also opinion leaders on the campus and within their disciplines. Many of them had become isolated from undergraduate instruction and few had worked together except on faculty committees.

The STF group activities were designed to enhance the faculty members' knowledge and skills related to teaching undergraduates. Approximately twice each month the Fellows met for discussion of an important instructional topic. In addition to group activities, each Fellow undertook an individual instructional improvement project. These individual projects focused on the improvement of a specific undergraduate course or course sequence and many of these projects involved collaboration with junior faculty or teaching assistants.

Significant outcomes have already emerged from the STF program. A number of senior faculty members have become increasingly involved in lower division undergraduate instruction. The Senior Teaching Fellows, past and present, have emerged as an influential group providing instructional leadership at the university. The STF program has contributed to a changing organizational culture at the university that more adequately recognizes and rewards excellence in instruction and the success of the program during the years of FIPSE support has lead to continuation of the program with institutional funding.

B. Purpose. At many research universities, including The University of Georgia, senior faculty members are almost totally isolated from lower division undergraduates. Undergraduate teaching is not viewed as a valued activity and introductory courses are many times taught by the university's least experienced faculty members or by teaching assistants. The STF program provides a means by which senior faculty members focus on improving undergraduate instruction at the university. The active participation of some of the university's most respected senior faculty elevates the prestige of undergraduate instruction and provides balanced role models for junior faculty members and teaching assistants.

C. Background and Origins. The University of Georgia (UGA) is a Carnegie Classification Research I institution that serves as the flagship for The University System of Georgia. During the late 1960s the university dramatically increased the emphasis placed on research and UGA, in recent years, has emerged as one of the leading research institutions in the

southern United States.

One of the indicators of the research emphasis at UGA is the way in which senior faculty budget their time. In a recent edition of the university's Fact Book faculty members at the rank of professor reported spending an average of 3.5 percent of their time on lower-division undergraduate instruction. Freshman and sophomores, students who have the greatest need for academic support, are being taught by our least experienced faculty or by inexperienced teaching assistants. In addition, the absence of senior faculty from lower division classes reinforces the observation that assignments at this level of instruction are not highly valued by the institution.

Within this context, the plan for a Senior Teaching Fellows program developed. Senior faculty were consulted at all phases of the development of the proposal and several of the institution's most highly respected faculty agreed to be in the first group of fellows. The early success of the program in attracting outstanding faculty members and involving the senior administration lead to continued success and the ultimate continuation of the program as an institutionally funded activity.

D. Project Description. Several characteristics have been important in the selection of the Fellows. Faculty who can influence the institutional culture are sought for the program. Group activities are an important element of the program and the capacity for an individual to function constructively in a group setting is also an important consideration in the selection process.

We begin each year with a two-day retreat to a state park in the mountains of Georgia. This retreat is used to allow the fellows to become better acquainted and to begin to set the agenda for the year. During the retreat the fellows share their ideas for their individual projects with the group and discuss possible topics for the regular group meetings.

During the academic year the Fellows met as a group approximately twice each month. These group meetings were used to focus on a single instructional topic. Each group of Fellows also met with the university's president and vice president for academic affairs for discussion of important instructional issues. Several of these group meetings were also used for discussion of the fellows' individual projects.

An end-of-year retreat was held each year during May. At this meeting the fellows reflected on their experiences during the year, made recommendations for the program for the following year, and discussed candidates for the program.

E. Project Results. Four broad goals were established in the beginning and have guided this program throughout its implementation.

Goal 1: Improving the Quality of Undergraduate Instruction. Numerous measures were taken to assess this goal. Prime among the methods was student evaluations. Several faculty members took pre and post intervention measures in an attempt to measure increases in learning as a result of their instructional projects. Three participants in the first year used outside expert evaluators. Peer evaluation and involvement was another method used to assess instructional effectiveness.

Goal 2: Improving the Credibility of Undergraduate Teaching on Campus. The manner in which the Senior Fellows program has enhanced the credibility of undergraduate teaching at The University of Georgia is perhaps best summarized by a professor of mathematics: "In summary, my participation in the 1990-91 Senior Fellows program afforded me the opportunity to shape the essential pieces of a far-reaching plan whose underlying theme is the use of computational technology to energize the teaching of mathematics at The University of Georgia. ....the result may well be a significant enhancement of the mathematics learning experiences of thousands of University undergraduates. I believe that, when we look back a few years hence, it will

be clear to all that this program played a unique and pivotal role in the rededication of The University of Georgia to its primary mission of undergraduate teaching and learning."

Goal 3: Providing Opportunities for Professional Renewal and Revitalization for Senior Faculty. Without exception, the Fellows who participated in this program felt that it added a dimension of renewal and revitalization to their academic and social lives. One highly respected senior faculty member wrote: "Let me take this opportunity to say that this past year as a Senior Fellow has been one of the high points of my teaching career." Another faculty member remarked two years after he had participated that the Senior Teaching Fellows program had been the most renewing experience of his entire career.

Goal 4: Improving the Quality of Learning at the Undergraduate Level. This has been the most difficult goal to assess. All participants were encouraged to evaluate learning outcomes and, where possible, make pre and post project comparisons. One Fellow found that positive attitudes emerged toward the new courseware materials and format he developed within his project. Two faculty reported, as a result of their projects and many ideas they had gained from their involvement in the Senior Teaching Fellows program, that significant increases in student enrollments had resulted. In effect, there are numerous indicators through this program that learning is being enhanced.

F. Summary and Conclusions. One of the best indicators of the success of the Senior Teaching Fellows program at The University of Georgia is the continuation of the program, virtually unchanged, with institutional funding. This program is now a line item in the OID budget and we have already selected the fifth group of eight fellows. The program continues to attract outstanding senior faculty members and the larger group formed by the current and past Fellows has emerged as a significant voice for instructional excellence at the university. The culture of the institution is changing, in part, as a result of the Senior Teaching Fellows program.

G. Appendices. Several forms of assistance provided by FIPSE were particularly helpful. The annual national meeting provided an excellent opportunity to meet the FIPSE staff and learn about other projects that were underway. All requests for reports and other information were clearly stated and arrived in a timely fashion. The staff made themselves available for consultations by phone and any clarification that was needed procedures was always readily available by means of a phone call to the staff.

Several aspects of our relation with FIPSE were not as helpful. The initial and renewal award documents were not issued in a timely fashion. Each of our program officers were helpful; however, we worked with five different individuals during the course of our project. At each annual meeting we had the opportunity to meet the new program officer assigned our project. Two different staff members made site visits to our campus. We believe everyone would have benefitted from a longer-term relationship between the project and a single FIPSE staff member.

PROJECT REPORT

Project Overview

The origins of the Senior Teaching Fellows Program at The University of Georgia are rooted in the establishment of the University's Office of Instructional Development (OID) and the subsequent implementation of a teaching fellows program for junior faculty. Established in 1979, the OID was charged with the responsibility for providing campus-wide leadership on matters relating to instruction at the university. One of the key elements in the early success of this office was the establishment of a Lilly Teaching Fellows program for junior faculty. This program, funded by the Lilly Endowment, provided the staff of the OID the opportunity to test many of the concepts that were later embodied in the FIPSE-supported Senior Teaching Fellows (STF) program. In addition, the involvement of senior faculty members as mentors in the Lilly program and the success of this program at Georgia helped create an environment at the university that was receptive to the development of the STF program.

During the three year grant period, 24 senior faculty members participated in the STF program. Each year, eight senior professors were selected to participate in a year-long experience that included both group and individual activities related to improving instruction in lower division courses at the university. These faculty members were not only senior in rank but were also opinion leaders on the campus and within their disciplines. Many of them had become isolated from undergraduate instruction and few had worked together except on faculty committees.

The STF group activities were designed to enhance the faculty members' knowledge and skills related to teaching undergraduates. Approximately twice each month the Fellows met for discussion of an important instructional topic. During these meetings the group was introduced to concepts such as the Perry model of the intellectual and ethical development of college students, the Harvard Assessment Project, the teaching portfolio, and constructing good tests. These meetings were also a time when the group discussed important campus issues related to instruction including the university's reward system for faculty. On occasion, the group was asked to serve as an advisory body to both the institution's chief academic officer and president.

In addition to group activities, each Fellow undertook an individual instructional improvement project. These individual projects focused on the improvement of a specific undergraduate course or course sequence and many of these projects involved collaboration with junior faculty or teaching assistants. Each Fellow was encouraged to assess the outcomes of his or her project and the results of these assessment efforts are reported in the **Project Results** section of this report.

Significant outcomes have already emerged from the STF program. A number of senior faculty members have become increasingly involved in lower division undergraduate instruction. The Senior Teaching Fellows, past and present, have emerged as an influential group providing instructional leadership at the university. Senior faculty members have experienced renewal

through participation in this program and students have benefitted by the increased involvement of experienced professors in introductory level courses. The STF program has contributed to a changing organizational culture at the university that more adequately recognizes and rewards excellence in instruction. The success of the program during the years of FIPSE support has lead to continuation of the program, essentially unchanged, with institutional funding. The first group of eight institutionally sponsored Fellows are now completing their year in the program and the eight Fellows for 1992-93 have been selected.

Purpose

At many research universities, including The University of Georgia, senior faculty members are almost totally isolated from lower division undergraduates. Undergraduate teaching is not viewed as a valued activity and introductory courses are many times taught by the university's least experienced faculty members or by teaching assistants. The STF program provides a means by which senior faculty members focus on improving undergraduate instruction at the university. The active participation of some of the university's most respected senior faculty elevates the prestige of undergraduate instruction and provides balanced role models for junior faculty members and teaching assistants. This program also provides a significant opportunity for renewal for the participants.

Lower division undergraduate courses were the primary focus of this program; however, many of the university's senior faculty hold

appointments in professional schools that do not offer courses at this level. In order to include distinguished professors from Law, Veterinary Medicine, and other professional schools we encouraged candidates from these programs to work collaboratively with junior faculty from areas that do offer undergraduate instruction. Participants from the professional schools added a breadth that was important in the establishment of the STF program as a major institution-wide activity, and we encourage others seeking to establish similar programs to define the program broadly enough to include all segments of the campus. This is particularly important when the time comes for the institution to assume responsibility for funding of the project. In our case, participants from the professional schools were vocal in support of the continuation of the program. If we had not found ways of including all of the university's colleges and schools, some may have opposed institutional funding of the program because it did not benefit the entire faculty.

Background and Origins

The University of Georgia (UGA) is a Carnegie Classification Research I institution that serves as the flagship for The University System of Georgia. The university enrolls 28,000 students, 21,000 undergraduates and 7,000 graduate and professional students, and employs approximately 1850 faculty members. During the late 1960s the university dramatically increased the emphasis placed on research and UGA, in recent years, has emerged as one of the leading research institutions in the southern United States.

One of the indicators of the research emphasis at UGA is the way in which senior faculty budget their time. In a recent edition of the university's Fact Book faculty members at the rank of professor reported spending an average of 3.5 percent of their time on lower-division undergraduate instruction. These same individuals reported that a total of 32.4 percent of their time was allocated to instruction at all levels and 41.7 percent of their time was used in research activities. In contrast, faculty members holding the rank of assistant professor reported allocating almost three times as much time to lower-division instruction as their senior colleagues. Even though total graduate enrollment at the university is small for a research university, approximately 22 percent of the institution's lower division credit hours are produced by graduate teaching assistants. Freshman and sophomores, students who have the greatest need for academic support, are being taught by our least experienced faculty or by inexperienced teaching assistants. In addition, the absence of senior faculty from lower division classes reinforces the observation that assignments at this level of instruction are not highly valued by the institution.

Within this context, the plan for a Senior Teaching Fellows program developed. In order to be successful, this program had to be perceived as a prestigious activity. Senior faculty were consulted at all phases of the development of the proposal and several of the institution's most highly respected faculty agreed to be in the first group of fellows. From the beginning, the

president and the chief academic officer used the fellows group as an informal advisory body and the fellows had input into a number of major institutional initiatives relating to instruction. The early success of the program in attracting outstanding faculty members and involving the senior administration lead to continued success and the ultimate continuation of the program as an institutionally funded activity. Instruction has now reemerged as co-equal with research in the mission of UGA and the responsible and visible leadership provided by the Senior Teaching Fellows during the last four years has contributed to the success of this change in the culture of the institution.

Project Description

The Senior Teaching Fellows are a group of eight senior faculty selected annually to participate in a year-long program focused on improvement of undergraduate instruction at The University of Georgia. Members from prior years continue to be closely involved also. Several characteristics have been important in the selection of the Fellows. Faculty who can influence the institutional culture are sought for the program. These individuals must be opinion leaders who have the respect of their peers. Group activities are an important element of the program and the capacity for an individual to function constructively in a group setting is also an important consideration in the selection process.

Early in the project we discovered that a call for applications was not the best mechanism for identifying good

candidates for the program. Many of the best candidates are busy people who are not looking for additional honors or recognition. After the first year of the project, we reduced the emphasis on an application process and focused more on nominations. As we enter the fifth year of the program, the former fellows have now become a rich source of information regarding possible candidates for the program and we now include representatives from each of the fellowship years on the selection committee. In addition, a significant amount of the program of the end-of-year retreat is the discussion of possible candidates for the following year.

The schedule of activities for the Fellows has not changed significantly. This schedule was designed following our experiences with a successful Lilly Teaching Fellows program for junior faculty and it proved to be equally effective with senior faculty. We begin each year with a two-day retreat to a state park in the mountains of Georgia. This retreat is used to allow the fellows to become better acquainted and to begin to set the agenda for the year. The retreat is also used to help the Fellows refine their ideas for their individual projects. One of the most interesting aspects of this retreat has been the importance of providing an opportunity for the fellows to become better acquainted. We assumed that, since these are very senior members of the faculty, they would already know one another quite well. This was not the case. They knew each other by reputation or through committee work but few were friends or even well acquainted. The program, therefore, provided a socialization

dimension for senior faculty that was unanticipated. During the retreat the fellows share their ideas for their individual projects with the group and discuss possible topics for the bi-weekly group meetings. The first year of the program a consultant was used at the retreat for a presentation on approaches that could be used to evaluate the outcomes of the individual projects. The project staff assumed responsibility for this topic for subsequent retreats.

During the academic year the Fellows met as a group approximately twice each month. These group meetings were used to focus on a single instructional topic such as: using technology, managing class discussions, constructing tests, designing syllabi, dealing with student problems, multiculturalism and teaching by the case method. Each group of Fellows also met with the university's president and vice president for academic affairs for discussion of important instructional issues such as the institution's rewards system. Several of these group meetings were also used for discussion of the fellows' individual projects. Each quarter the Fellows provided their teaching and travel schedules to the project staff and the group meetings were scheduled at times when all could attend. These meetings, normally at noon or in the early evening, lasted approximately three hours. Attendance at these meetings was excellent averaging approximately 95 percent.

An end-of-year retreat was held each year in Savannah during May. At this meeting the fellows reflected on their experiences during the year, made recommendations for the program for the

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following year, and discussed candidates for the program. Each group also discussed ways of continuing their involvement in the program after the fellowship year. A variety of group projects also emerged from these retreats. One group drafted a letter to the president. Another group began planning a university-wide conference on teaching, and another devised a plan to schedule regular meetings that would include all current and former Fellows.

Following the end-of-year retreat a committee was formed to select the next group of fellows using the input received from the current group at the retreat. This selection committee originally included key members of the University Instructional Advisory Committee. It has now evolved to include representatives from each of the Fellows groups.

Project Results

Four broad goals were established in the beginning and have guided this program throughout its implementation. This section of the report presents group and individual indicators of success for each of the four goals. A variety of data and methods were utilized in order to construct a profile of outcomes for each goal.

Goal 1: Improving the Quality of Undergraduate Instruction

Numerous measures were taken to assess this goal. Prime among the methods was student evaluations. Several faculty members took pre and post intervention measures in an attempt to measure increases in learning as a result of their instructional projects. The comments from Professor John Hatfield in Management were not uncommon. He stated in response to evaluations of his multimedia

project: "My overall effectiveness scores on student evaluation were the highest I have ever received." Several other faculty members experienced similar results as they compared student evaluations with past quarters.

Three participants in the first year used outside expert evaluators. Dr. Wyatt Anderson and Dr. Betty Jean Craige utilized services of the Office of Instructional Development to evaluate their jointly taught interdisciplinary course, Science and Humanities: The Two Cultures. All indicators used by the expert evaluator pointed to the fact that this course was one of a kind and that endeavors like this are both desirable and possible on The University of Georgia campus.

Peer evaluation and involvement was another method used to assess instructional effectiveness. One Senior Fellow in evaluating his instructional project commented "the single most important outcome of this project was the acceptance of this method of instruction by other faculty members in my department." In this case, the leadership of one faculty member in pioneering self-paced, individualized instruction influenced an entire academic unit. In another case, one of the Senior Fellows was acknowledged by the Dean of Arts and Sciences in a campus-wide publication for "distinguished service to his field and continuing his commitment to quality instruction."

Dr. Carmen Tesser developed a training program for teaching assistants in her department and brought to the campus two highly acclaimed experts in Portuguese to evaluate her project. Feedback

from this project validated the fact that Professor Tesser's program was clearly at the leading edge in her field in the country. Through these initial endeavors have emerged several other activities and programs for enhancement of teaching by TAs in the Department of Romance Languages at The University of Georgia.

In every instructional improvement project over the past three years evidence was collected that there was improvement in the quality of undergraduate teaching. These indicators were both individual and group in nature. In other words, it was possible to see improvement in specific courses as well as improvement at the departmental and college level.

Goal 2: Improving the Credibility of Undergraduate Teaching on Campus

The following quote by a distinguished genetist and member of the National Academy of Sciences speaks to the accomplishment of the second goal of the Senior Fellows program: "During the past 10 years, my teaching has been almost entirely in graduate courses. The 'Science and Literature' course gave me a new appreciation of the rewards of teaching undergraduates, and one result is that I have volunteered to teach in our new introductory biology course for science majors. I am developing both classroom sessions and lab exercises for this course now, and I am relying heavily on what I learned during the FIPSE Senior Fellows program." In fact, the participation of this faculty member during the first year of the program was instrumental in attracting other superior faculty members in subsequent years. Another professor in physics, through

his project, was able to get additional time from his department head for working with his laboratory instruction project. He was also able to get more TAs assigned to the project. In this case, the importance of instruction was elevated in a department with a long tradition for a strong research emphasis.

The manner in which the Senior Fellows program has enhanced the credibility of undergraduate teaching at The University of Georgia is perhaps best summarized by Dr. Henry Edwards, a professor of mathematics: "In summary, my participation in the 1990-91 Senior Fellows program afforded me the opportunity to shape the essential pieces of a far-reaching plan whose underlying theme is the use of computational technology to energize the teaching of mathematics at The University of Georgia. If these different pieces can be brought together successfully, the result may well be a significant enhancement of the mathematics learning experiences of thousands of University undergraduates. I believe that, when we look back a few years hence, it will be clear to all that this program played a unique and pivotal role in the rededication of The University of Georgia to its primary mission of undergraduate teaching and learning."

Several Senior Fellows won prestigious awards during or after participating in the program. In several cases the individuals attributed their recognition directly to their involvement in this program. Two participants were promoted from associate professor to professor the year after participation. These were both cases of faculty members who felt that the visibility and credibility of

this program helped them in their efforts to be recognized as good scholars in their fields. Another participant was named University Professor the year after his participation in the program. Two of the participants in the first year of the program are now heads of their departments and a third was recently appointed acting dean of the University's largest college. Four Senior Teaching Fellows have now won The Josiah Meigs Award for Excellence in Teaching, the highest award for excellence in teaching given by The University of Georgia.

Several prominent and visible curriculum changes were a direct result of this program. A major new program in Japanese studies was assisted and has now emerged as a new degree program, a restructuring of the introductory course in political science was completed, a major revamping of a laboratory manual in geology was accomplished, four Portuguese courses were completely revised, new syllabi for TA training programs were written, a workshop on critical thinking was conducted, a course in child and family development was revamped, and one Senior Fellow presented his project in interactive videodisc technology to a national meeting in his discipline.

On several occasions the President and Vice President for Academic Affairs have called together the Senior Teaching Fellows for discussion and advice on campus-wide issues. One such occasion led to a symposium on the topic of balancing teaching and research. Several Senior Fellows have been involved in a major revision of promotion and tenure guidelines. In all of these activities, the

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general outcome has been that teaching has gained additional support and has reached a healthier balance with research as a valued enterprise on campus.

Goal 3: Providing Opportunities for Professional Renewal and Revitalization for Senior Faculty

Without exception, the Fellows who participated in this program felt that it added a dimension of renewal and revitalization to their academic and social lives. One highly respected senior faculty member in mathematics wrote the following statement that summarizes perhaps most accurately what was consistently felt by the participants: "Let me take this opportunity to say that this past year as a Senior Fellow has been one of the high points of my teaching career."

During the third year of this program The University of Georgia hosted the "Third National Conference on Professional and Personal Renewal for Faculty." Members of the Senior Teaching Fellows program were invited to attend the conference and the majority did. At this conference many sessions were offered on topics such as burnout, stress management, balancing responsibilities, promoting good health and cultivating hobbies. The conference was an immense success and all the Senior Teaching Fellows who participated felt that it added to their overall professional as well as personal revitalization.

The most significant factor in the program was the interpersonal ties that formed during the year of participation and extended beyond that time. One faculty member remarked two years

after he had participated that the Senior Teaching Fellows program had been the most renewing experience of his entire career.

Another way in which participants engaged in professional renewal was through their projects. In almost all cases the projects provided opportunities for additional growth and stimulation. In some cases travel, outside experts, relevant conferences, new courses, new methods of instruction and the inclusion of new ideas into courses was mentioned as a prime source of renewal. The Fellows were unanimous in this regard and will cite repeatedly examples of how their direct experiences in the program led to self-renewal and revitalization.

A major outcome of this program has been the importance of Goal 3. Hard-working, high-powered scholars need time for reflection, socializing and self-actualization. The Senior Teaching Fellows program provided this in large doses.

Goal 4: Improving the Quality of Learning at the Undergraduate Level

This has been the most difficult goal to assess. All participants were encouraged to evaluate learning outcomes and, where possible, make pre and post project comparisons. The following account by Dr. Susette Talarico, Professor of Political Science and coordinator of the Criminal Justice Program, is perhaps the most typical of the difficulty of evaluating Goal 4: "At this time I only have preliminary evaluations of my efforts to restructure an introductory course to realize higher order learning objectives. Related evidence consists of the student evaluations

of the course in question, a copy of which is attached. I am scheduled to team-teach the same course next Spring, so I will be able to start to collect student assessments and also to compare student performance measures. I am planning to follow the criminal justice majors who completed the course in question (i.e. those in Spring, 1991) and to track their progress in our program of study. Specifically, I plan to study their performance in the courses required of all majors (Pol 487, Soc 381, Pol/Soc 370) and their completion of the analytical logs and senior thesis that all majors are required to complete in their 15-credit internships (Pol/Soc 550 ABC). This will take some time (1-2 years) but it will enable me to see if the students who have taken the restructured introductory course in 1991 and 1992 are better able to complete central major requirements in a fashion superior to students who enrolled in the past."

Another account is that of Dr. John Hatfield who developed supplementary materials for a large management course of 500 students. Professor Hatfield reported: "While I attribute any improvements in student performance to both my own comfort in the classroom and enhanced quality of my lectures because of the slides and transparencies, I must admit that student performance did appear to improve. In a class where, historically half the students earn grades above "C," with a numerical average of approximate 76, my class average this past winter quarter (the first real test of my new materials [slides and transparencies]) was just over 80."

Dr. Wayne Crowell found no significant increases in overall course grades in pathology; but he did find a significant correlation between time spent on the interactive videodisc programs and level of achievement. He also found that positive attitudes emerged toward the new courseware materials and format he developed within his project.

Two faculty reported, as a result of their projects and many ideas they had gained from their involvement in the Senior Teaching Fellows program, that significant increases in student enrollments had resulted. As one of these persons put it--"Something must be happening in the lower levels to motivate students to continue in our classes."

In effect, there are numerous indicators through this program that learning is being enhanced. The overall positive impact of the Senior Teaching Fellows at The University of Georgia is so clear in so many ways that fine-tuned quantitative measures hardly appear necessary. Yet, with the documented accomplishments of the first three goals will come excellent opportunities for continued assessment of Goal 4, which is, of course, the final goal of all of higher education. All Fellows from the three FIPSE funded years are adamant regarding their belief in the value of the program. The program directors continue to hear comments on a weekly basis like "this program has been one of the major highlights of my entire career." Now that the momentum is going and the program is entering its second year of funding by the University, there will be a continuation of the many remarkable outcomes contained in this report. Not only are students likely to continue learning more,

the culture at The University of Georgia is changing and teaching is moving up the ladder of importance as a valued activity.

Summary and Conclusions

One of the best indicators of the success of the Senior Teaching Fellows program at The University of Georgia is the continuation of the program, virtually unchanged, with institutional funding. This program is now a line item in the OID budget and we have already selected the fifth group of eight fellows. The program continues to attract outstanding senior faculty members and the larger group formed by the current and past Fellows has emerged as a significant voice for instructional excellence at the university.

In addition to improving instruction within their units by means of their individual projects, the Fellows have also enhanced the instructional climate of the entire university. As a result of the efforts of one of the early Fellows groups the university held its first institution-wide Academic Affairs Symposium. The focus of this event, which attracted 100 faculty members, was the balancing of the responsibilities of scholarship at the university. The Fellows have served as a sounding board for the administration on a number of important instructional issues and their advice has informed important institutional decisions on such matters as institutional teaching awards and the criteria for promotion and tenure. The culture of the institution is changing, in part, as a result of the Senior Teaching Fellows program.

The renewal and community-building aspects of this program have been dramatic. A number of Fellows have reported that

participation in this program was the most significant experience of their careers at the university. The members of each group have sought ways of continuing their activities beyond the fellowship year and the larger group of current and former Fellows now meets regularly.

Several aspects of this program were crucial to its success. One is the way in which the Fellows are selected. A general call for applications could not be relied on to attract the best candidates. Additional efforts were made to encourage key senior faculty to become involved. Once the program established itself as one that involved highly respected senior faculty, it then became essentially self-perpetuating. Another important element is the emphasis on group activities. Although most of the funding of the program is allocated to the individual projects, the group activities are probably more important to the success of the program. Most Fellows would probably agree that, although the opportunity to receive funding for an individual instructional improvement project was one of the things that made the program attractive to them, the group activities were ultimately the most beneficial aspect of the program. A third important element is the inclusive nature of the program. We found ways of allowing participation from all of the university's colleges and schools, even those that do not offer undergraduate instruction. The program was viewed as a university-wide effort from the beginning and this view aided substantially in the successful efforts to institutionalize the program.

APPENDICES

Information for FIPSE

Several forms of assistance provided by FIPSE were particularly helpful. The annual national meeting provided an excellent opportunity to meet the FIPSE staff and learn about other projects that were underway. All requests for reports and other information were clearly stated and arrived in a timely fashion. The staff made themselves available for consultations by phone and any clarification that was needed procedures was always readily available by means of a phone call to the staff.

Several aspects of our relation with FIPSE were not as helpful. The initial and renewal award documents were not issued in a timely fashion. Each of our program officers were helpful; however, we worked with five different individuals during the course of our project. At each annual meeting we had the opportunity to meet the new program officer assigned our project. Two different staff members made site visits to our campus. We believe everyone would have benefitted from a longer-term relationship between the project and a single FIPSE staff member.

Faculty demographics would indicate that projects that involve senior faculty will become increasingly important to higher education. A large number of faculty members are now entering the latter stages of their professional careers. These experienced faculty must have a more active role in mentoring the next generation of teachers. Ways must be found to continue to use the rich experience base of senior faculty even after they retire from "active duty". A second, post-retirement, career track that allows

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retired faculty members to continue to contribute to the country's education system should be developed. Is there a role for late-career and retired faculty members in the nation's schools? What about international opportunities for our most senior academics?

In any project like ours several important questions should be answered. Do those who will direct the project have the respect and support of the campus community? Do campus opinion leaders support the project? Is there a commitment from highest administrative levels? Were faculty involved in the project planning? If successful, can the project really make a difference?

SENIOR TEACHING FELLOWS PROGRAM

Sponsored by
The Office of Instructional Development

The University of Georgia

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The University of Georgia Senior Teaching Fellows Program

Established through a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), The Senior Teaching Fellows Program provides senior faculty a means to focus on undergraduate instruction. Each Fellow receives a grant for an individual project to improve a specific undergraduate course or course sequence. Fellows are encouraged to share their experience and expertise through mentoring relationships with junior faculty and teaching assistants. The program is also designed to foster professional and personal renewal opportunities which are important for mid and late career faculty.

The Senior Teaching Fellows Program is administered by the Office of Instructional Development, a unit of the Office of Vice President for Academic Affairs. Dr. William K. Jackson and Dr. Ronald D. Simpson serve as project co-directors. Any faculty member with rank of associate or full professor is eligible for nomination. Successful candidates are expected to have support from their departments, including release time during the academic year for participation in fellowship activities. Selection of the eight Senior Teaching Fellows is by a faculty committee that includes current and former participants in the program.

The program involves several meetings each quarter as well as a retreat in the fall and in the spring. Fellows are given the opportunity to meet with the President and the Vice President for Academic Affairs of The University.

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Senior Teaching Fellows

1988-1989

Wyatt Anderson, Genetics
Joseph Berrigan, History
Betty Jean Craige, Comparative Literature
John Hatfield, Management
Clifton Pannell, Geography
Sharon Price, Child & Family Development
Carmen M. Tesser, Romance Languages
Robert Wood, Physics

1989-1990

Gilles Allard, Geology
Wayne Crowell, Pathology
Bernard Dauenhauer, Philosophy
Peter Dress, Forest Resources
Richard Graham, Music
Sylvia Hillyard, Drama & Theater
Peter Jorgensen, Germanic & Slavic Languages
Betty Whitten, Management Science & Information Technology

1990-1991

Karen Calhoun, Psychology
Ronald Carlson, Law
Henry Edwards, Mathematics
Thomas Ganschow, History
Richard Hill, Chemistry
Sylvia Hutchinson, Reading Education
James Okey, Instructional Technology
Susette Talarico, Political Science

1991-1992

Robert Anderson, Physics & Astronomy
Ronald Bogue, Comparative Literature
Nancy Canolty, Foods & Nutrition
Joe Crim, Zoology
Samuel Davis, Law
Harriet Hair, Music
Patrick McKeown, Management Science & Information Technology
Genelle Morain, Language Education

For additional information about the Senior Teaching Fellows Program, please contact The Office of Instructional Development, Instructional Plaza, 542-1355.

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BALANCING THE RESPONSIBILITIES OF SCHOLARSHIP AT THE UNIVERSITY OF GEORGIA

Proceedings of the
Academic Affairs Symposium

May 31- June 1, 1991

PROCEEDINGS OF THE SYMPOSIUM ON BALANCING THE RESPONSIBILITIES OF SCHOLARSHIP AT THE UNIVERSITY OF GEORGIA

Introduction

This document is the proceedings of the University of Georgia Academic Affairs Symposium: "Balancing the Responsibilities of Scholarship at the University of Georgia". This symposium was held as a two-day faculty retreat at Unicoi State Park, Helen, Georgia on May 31 and June 1, 1991. It was sponsored by the office of the Vice President of Academic Affairs and was the outgrowth of suggestions made by the 1990 class of UGA Senior Teaching Fellows.[1] The Symposium Planning Committee, largely composed of former Senior Teaching Fellows, was appointed by Vice President William F. Prokasy early in the Fall of 1990. Members of the organizing committee were:

Joseph R. Berrigan, Professor of History[2]
Ronald L. Carlson, Professor of Law[2]
Wayne A. Crowell, Professor of Veterinary Medicine[2]
Bernard P. Dauenhauer, Professor of Philosophy[2]
Peter E. Dress, Professor of Forest Resources[2]
Delmer D. Dunn, Associate Vice President for Academic Affairs
Mary M. Frasier, Associate Professor of Education
Ronald D. Simpson, Director of the Office of Instructional Development
Betty J. Whitten, Professor of Management Science and Information Technology (Chair)[2]

The Planning Committee worked through the academic year to shape and organize the symposium. We decided early on that the soon to-be-released report from the Carnegie Foundation for Higher Education by Ernest T. Boyer: "Scholarship Re-considered: Priorities of the Professoriate" would serve as a basis for discussions and position papers. The format of the symposium maximized participant input and permitted documentation of discussions. These proceedings consist of position papers delivered by invited speakers and white papers developed by the participants of twelve discussion groups at the symposium. Papers have been edited only for format and not for style or substance-- they appear much as we received them. The discussions and papers from the symposium are the result of considerable work and thought about the most serious problems facing higher education at modern research universities. These are the problems that arise in our attempts to meet commitments for quality undergraduate education while maintaining the considerable research effort that characterizes such universities. We believe that these papers deserve the thoughtful consideration of every member of the Faculty and Administration at the University of Georgia.

These proceedings are organized as follows:

a. Introduction (B. Whitten and P. Dress).
b. Five invited papers on scholarship.
c. Three invited papers on balancing responsibilities in scholarship.
d. Twelve white papers on the six discussion topics considered in the symposium. Each topic was considered independently by two discussion groups-- no attempt was made to integrate the two reports into a single report for each topic.

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[1]FIPSE Senior teaching Fellows Program, Office of Instructional Development, UGA.

[2]Senior Teaching Fellow

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SOME PUBLISHED REFERENCES TO THE PROJECT

Simpson, R. D., and Jackson, W. K. "A Multidimensional Approach to Faculty Vitality." In Jack H. Schuster, Daniel W. Wheeler and Associates, **Enhancing Faculty Careers: Strategies for Development and Renewal.** San Francisco: Jossey-Bass, 1990.

"In 1988, we received a three-year grant form the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to establish a senior teaching fellows program. This program, patterned after the Lilly program, is designed to facilitate "re-entry" into undergraduate by outstanding senior faculty members."

Seldin, P. "Academic Environments and Teaching Effectiveness." In Peter Seldin and Associates, **How Administrators Can Improve Teaching.** San Francisco: Jossey-Bass, 1990.

"The University of Georgia has established a Senior Teaching Fellows Program that enables fellows to meet regularly to discuss issues and concerns related to undergraduate teaching. Each of the eight fellows, selected annually, receives a grant of up to $4,000 for an individual project to improve a particular undergraduate course or course sequence."

Green, M. F. "Why Good Teaching Needs Active Leadership." In Peter Seldin and Associates, **How Administrators Can Improve Teaching.** San francisco: Jossey-Bass, 1990.

"The University of Georgia is launching a Senior Fellows Teaching Program, the goal of which is to increase the prestige of undergraduate instruction and improve the quality of instruction provided to undergraduates at UGA by increasing the involvement of senior faculty."

Knapp, C. B. "President's State of the University Address." Athens, November 12, 1990.

"At our University, we have renewed the emphasis on teaching in recent years. For example: ...The Senior Teaching Fellows Program was put in place in 1988 to focus the energies of a select group of senior faculty on creative undergraduate instruction ..."

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